

## Choices

P.O. Box 15386  
Florence, SC 29506

**Grades** 7-9 Middle School

**Enrollment** Students

**Principal** Ralph Porter 843-664-8993

**Superintendent** Dr. Rainey Knight 843-398-5200

**Board Chair** Mr. Warren Jeffords 843-326-5970

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	16	34

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 0 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	N/A
<b>2005</b>	N/A	N/A	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

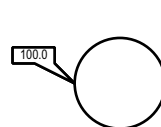
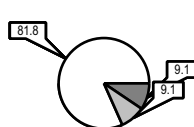
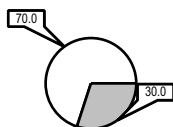
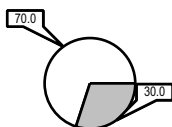
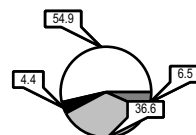
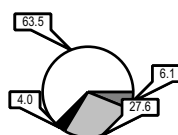
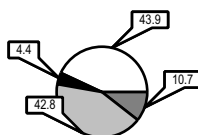
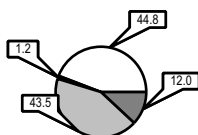
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

N/A

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	N/A	93.0
<b>English 1</b>	N/A	85.6
<b>Biology 1/Applied Biology 2</b>	N/A	44.3
<b>Physical Science</b>	N/A	28.7
<b>All Subjects</b>	N/A	86.2

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	24	83.3	I/S	I/S	I/S	I/S	I/S	No	No
<b>Gender</b>									
Male	17	76.5	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	10	70.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	14	92.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	22	81.8	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	24	83.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	24	83.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	21	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	3	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	24	83.3	I/S	I/S	I/S	I/S	I/S	No	No
<b>Gender</b>									
Male	17	76.5	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	7	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	10	70.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	14	92.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	22	81.8	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	24	83.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	24	83.3	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	21	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	3	66.7	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	24	83.3	81.8	9.1	9.1	0.0	9.1
<b>Gender</b>							
Male	17	76.5	I/S	I/S	I/S	I/S	I/S
Female	7	100.0	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	10	70.0	I/S	I/S	I/S	I/S	I/S
African American	14	92.9	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	22	81.8	80.0	10.0	10.0	0.0	10.0
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	24	83.3	81.8	9.1	9.1	0.0	9.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	24	83.3	81.8	9.1	9.1	0.0	9.1
<b>Socio-Economic Status</b>							
Subsidized meals	21	85.7	80.0	10.0	10.0	0.0	10.0
Full-pay meals	3	66.7	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	24	83.3	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Gender</b>							
Male	17	76.5	I/S	I/S	I/S	I/S	I/S
Female	7	100.0	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	10	70.0	I/S	I/S	I/S	I/S	I/S
African American	14	92.9	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	22	81.8	N/AV	N/AV	N/AV	N/AV	N/AV
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	24	83.3	N/AV	N/AV	N/AV	N/AV	N/AV
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	24	83.3	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Socio-Economic Status</b>							
Subsidized meals	21	85.7	N/AV	N/AV	N/AV	N/AV	N/AV
Full-pay meals	3	66.7	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	10	90.0	I/S	I/S	I/S	I/S	I/S
2006	8	13	76.9	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	10	90.0	I/S	I/S	I/S	I/S	I/S
2006	8	13	76.9	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	10	90.0	I/S	I/S	I/S	I/S	I/S
2006	8	13	76.9	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	10	90.0	I/S	I/S	I/S	I/S	I/S
2006	8	13	76.9	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n=)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	10.6%	16.7%
Retention rate	19.5%	N/A	3.2%	2.5%
Attendance rate	91.2%	N/A	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	N/A	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	N/A	0.5%	1.0%
Eligible for gifted and talented	0.0%	N/A	9.1%	15.6%
On academic plans	0.0%	N/AV	53.3%	39.9%
On academic probation	0.0%	N/AV	0.4%	0.7%
With disabilities other than speech	11.8%	N/A	13.3%	12.4%
Older than usual for grade	N/A	N/A	6.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	N/R	N/R	1.3%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n= 3)</b>				
Teachers with advanced degrees	N/A	N/A	52.7%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	100.0%	N/A	12.7%	9.1%
Teachers with emergency or provisional certificates	N/A	N/A	12.6%	5.6%
Teachers returning from previous year	N/A	N/A	78.4%	84.6%
Teacher attendance rate	100.0%	N/R	94.8%	94.8%
Average teacher salary	I/S	I/S	\$40,509	\$42,267
Prof. development days/teacher	5.0 days	N/R	11.9 days	11.9 days
<b>School</b>				
Principal's years at school	4.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	10.8 to 1	N/R	19.4 to 1	21.1 to 1
Prime instructional time	91.2%	N/R	87.8%	89.0%
Dollars spent per pupil*	\$0	N/A	\$6,976	\$6,243
Percent of expenditures for teacher salaries*	N/A	N/A	57.7%	59.8%
Percent of expenditures for instruction*	N/A		64.0%	65.2%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	99.0%	N/R	96.4%	97.4%
SACS accreditation	No	N/R	Yes	Yes
Character development	Average	N/R	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

CHOICES is a fourth year charter school with charter agreements with both Florence District One and Darlington County. The CHOICES target population is students aged 12 to 17 years who have been expelled from school or dropped out. Our goal is to provide an education that will transition them to become life-long learners and to possibly return to regular traditional school if that is possible and appropriate. CHOICES provides a foundation for continuous learning through classroom instruction, service learning, project-based learning, and on-site construction training. Character training is the cornerstone for CHOICES as the students are given the opportunity to discover the greatest possible understanding of self. They are exposed to individual, personalized learning with a strong emphasis on work ethics and job skills.

The mission of CHOICES Charter School is to provide a learning environment that links school to work experiences by making the right choices and staying in school. CHOICES originated with the retired Police Chief of Florence who saw a need for a school for divergent learners who were roaming the streets and demonstrating behavior problems that were getting them expelled from school. This is the only other alternative after expulsion, other than the streets or incarceration. CHOICES is physically located in Darlington County adjacent to Florence County in the middle of 130 acres of forest on Black Creek. The property is owned by Central United Methodist Church, and CHOICES actually leases 8 acres for one dollar per month for the actual school location. Student enrollment will remain small, with 40 students, twenty from each school district. There are three certified teachers and two teacher assistants, with additional assistance provided by retired professional people in the community. CHOICES has adopted a progressive discipline system that ensures good communication relative to student behavior. During the middle of this year, CHOICES added a pre-GED program for students 16 to 17 years of age who cannot return to traditional public school since no transferable high school credit units are offered.

Ralph Porter, Executive Director and retired Police Chief.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	4	25	9
<b>Percent satisfied with learning environment</b>	I/S	77.3%	I/S
<b>Percent satisfied with social and physical environment</b>	I/S	100.0%	I/S
<b>Percent satisfied with school-home relations</b>	I/S	84.0%	I/S

\*Only students at the highest middle school grade level at this school and their parents were included.